



2022 Academic Program Assessment Report
Early Childhood Education

Program current assessment plan here:
Program prior assessment report here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/ece-assessment-plan-2020.pdf
https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/early-childhood-education-2021-assessment-report.pdf

Report Completed By: Jeff Piquette
Date Report Completed: 5/27/2022
Faculty members involved in this Assessment:

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals: To engage and empower our community of learners and develop professional educators who respect diversity, advance social justice, and promote academic excellence through immersion in equitable exploration.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
1. Acquire a broad knowledge of the liberal arts and sciences including an understanding of the significant ideas, concepts, structures and values within disciplines and mastering content knowledge in all areas taught in early childhood education: the arts, math, literature and language, social sciences, sciences, and child development and learning.	2021	Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete performance rubrics are available on the SoE web site here. Applicable standards for this SLO is 2.11.	All students completing the ECE major for the current academic year; first year teachers from the previous academic year.	Expectations include all of the following: a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00. b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors' / principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of teaching.	a) All completers (n = 4) had ratings of 3.0 or higher on all applicable program standards. The average for this group across applicable standards was 3.50. The lowest rated area was in knowledge of math. That had an average of 3.25. b) All completers passed the ECE Praxis exam. That also represents the total number of individuals who took the Praxis exam, so we also met the expectation for the second half of this goal. c) We had four completers in the previous year for ECE. Their supervisors are reporting that they are all doing very well. Average ratings on all standards were 3.75 - 4.00.	Our ECE graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. We only have a small number to consider at this point, but we are pleased with the results so far. We can work to further increase average ratings and work on those areas that are lowest. For This SLO, that was knowledge of math.	We will continue to consider our math curriculum for the ECE students. That will be easy, as we are already involved with institutions across the state on the Statewide Articulation Agreement for ECE majors. Math coursework happens to be at the top of the list for possible curricular changes. We prefer to stay on the articulation agreement if possible because it supports transfer students, so we will see where that discussion leads. So far, we know that the two-course sequence in our curriculum (MATH 360 & MATH 361) have equivalents in the CCCS (MAT 155 & 156). Those courses have been further developed to now count for General Education credit. Most of our graduates come as transfers from the CC system, so this may help with math knowledge by itself.

2. Construct knowledge through critical and analytical thinking, independent thinking, reasoned judgment, mature values, and imagination.	2021	Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete performance rubrics are available on the SoE web site here. Applicable standards for this SLO are 2.10, 3.3, 5.3, 5.10, 6.5, and 6.7.	All students completing the ECE major for the current academic year; first year teachers from the previous academic year.	Expectations include all of the following: a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00. b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of teaching.	a) All completers (n = 4) had ratings of 3.0 or higher on all applicable program standards. The average for this group across applicable standards was 3.75. b) All completers passed the ECE Praxis exam. That also represents the total number of individuals who took the Praxis exam, so we also met the expectation for the second half of this goal. c) We had four completers in the previous year for ECE. Their supervisors are reporting that they are all doing very well. Average ratings on all standards were 3.50 - 3.75.	Our ECE graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. We only have a small number to consider at this point, but we are pleased with the results so far. For this SLO, lowest ratings were seen for standards 5.10 and 6.5. These deal with using a variety of resources to help construct knowledge.	None for this SLO this year.
3. Communicate knowledge by effectively writing in academic and practical formats, speaking in a variety of settings, and utilizing technology as a tool for communication.	2021	Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete performance rubrics are available on the SoE web site here. Applicable standards include 7.3 and 8.9.	All students completing the ECE major for the current academic year; first year teachers from the previous academic year.	Expectations include all of the following: a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00. b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of teaching.	a) All completers (n = 4) had ratings of 3.0 or higher on all applicable program standards. The average for this group across applicable standards was 3.50. b) All completers passed the ECE Praxis exam. That also represents the total number of individuals who took the Praxis exam, so we also met the expectation for the second half of this goal. c) We had four completers in the previous year for ECE. Their supervisors are reporting that they are all doing very well. Average ratings on all standards were 3.75 - 4.00.	Our ECE graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. We only have a small number to consider at this point, but we are pleased with the results so far. There were no low ratings here, really.	None for this SLO this year.
4. Apply knowledge by using multiple representations and explanations of disciplinary concepts; using different viewpoints, theories, "ways of knowing," and methods of inquiry in the teaching of subject matter content; evaluating curriculum for comprehensiveness, accuracy, and usefulness; engaging students in generating knowledge and testing hypotheses through inquiry; developing and using curricula that encourage students to see and interpret ideas from diverse perspectives; and creating interdisciplinary learning experiences.	2021	Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete performance rubrics are available on the SoE web site here. Applicable standards include 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.1, 5.3, and 5.4.	All students completing the ECE major for the current academic year; first year teachers from the previous academic year.	Expectations include all of the following: a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00. b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of teaching.	a) All completers (n = 4) had ratings of 3.0 or higher on all applicable program standards. The average for this group across applicable standards was 3.50. b) All completers passed the ECE Praxis exam. That also represents the total number of individuals who took the Praxis exam, so we also met the expectation for the second half of this goal. c) We had four completers in the previous year for ECE. Their supervisors are reporting that they are all doing very well. Average ratings on all standards were 3.50 - 3.75.	Our ECE graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. We only have a small number to consider at this point, but we are pleased with the results so far. The standard with the lowest average rating was 5.4, which deals with understanding how students learn and applying them to mastering content.	None for this SLO this year.

Comments on part I:

The program has identified 8 goal areas that summarize the SLOs for all School of Education candidates. Within each of these goal areas are 5-10 more program standards, aligned with the Colorado Performance Standards, as well as the standards of professional and learned societies, and performance on the standards is the crucial level of assessment in terms of student outcomes, not program goals. The School of Education has developed rubrics that outline in considerable detail the specific criteria and dimensions of performance that define outcomes required for each standard. Also included on the rubrics are benchmarks for performance at three different points in the program – admission to education, admission to student teaching, and program completion. Ratings based on this evidence are completed by faculty using a scale of 1-4, with a rating of 3.00 an indication of "proficient" on a standard. Formal evaluations are conducted and recorded for each student at admission to education and program completion based on multiple types and sources of evidence.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
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<p>1. Acquire a broad knowledge of the liberal arts and sciences including an understanding of the significant ideas, concepts, structures and values within disciplines and mastering content knowledge in all areas taught in early childhood education: the arts, math, literature and language, social sciences, sciences, and child development and learning.</p>	<p>2020-2021</p>	<p>We will continue to consider our math curriculum for the ECE students. That will be easy, as we are already involved with institutions across the state on the Statewide Articulation Agreement for ECE majors. Math coursework happens to be at the top of the list for possible curricular changes. We prefer to stay on the articulation agreement if possible because it supports transfer students, so we will see where that discussion leads. So far, we know that the two-course sequence in our curriculum (MATH 360 & MATH 361) have equivalents in the CCCS (MAT 155 & 156). Those courses have been further developed to now count for General Education credit. Most of our graduates come as transfers from the CC system, so this may help with math knowledge by itself.</p>	<p>The School of Education participated in all Statewide Articulation Agreement meetings for ECE. Unfortunately, not much progress was made in finalizing the new agreements. The math courses were approved, though, so there is a more seamless transfer and the content is a good match for what is on the Praxis.</p>	<p>Because there wasn't really a significant enough change fast enough, the ratings and test scores remained largely the same this year. However, the students who will likely actually take the new tests won't be completers for at least a year, so we may not see the results for another year or so.</p>				
<p>2. Construct knowledge through critical and analytical thinking, independent thinking, reasoned judgment, mature values, and imagination.</p>	<p>2020-2021</p>	<p>These two standards are met primarily in our capstone and student teaching term, with our Teacher Work Sample assignment. We will work with our supervisors of student teachers to make sure that students are using the resources available to them. We thing this dip in ratings is actually related to COVID 19. Students did not have access to our superb Curriculum Lab this last year, and so our ratings suffered. In some ways, this is affirming in knowing that our Curriculum Lab plays such a big role on these standards.</p>	<p>We were able to implement our plans fully for getting students back into the Curriculum Lab and using the resources available to them.</p>	<p>Student ratings on this SLO improved nicely this last year, and students did a much better job of accessing, implementing, and effectively using the resources available to enhance the construction of knowledge.</p>				
<p>4. Apply knowledge by using multiple representations and explanations of disciplinary concepts; using different viewpoints, theories, "ways of knowing," and methods of inquiry in the teaching of subject matter content; evaluating curriculum for comprehensiveness, accuracy, and usefulness; engaging students in generating knowledge and testing hypotheses through inquiry; developing and using curricula that encourage students to see and interpret ideas from diverse perspectives; and creating interdisciplinary learning experiences.</p>	<p>2020-2021</p>	<p>Standard 5.4 is primarily met in PSYC 151 and student teaching. The syllabus for PSYC 151 clearly shows strong content here. The issue may be that most of our students are transfer students, and so we will try to spiral back to some of this in later courses in the program. ECE 485 and 486 are good options. We will see if reviewing this right at the end of the program will help boost this a bit.</p>	<p>We were able to implement our plans fully for spiraling back to critical content in later courses for the ECE program.</p>	<p>Student ratings on this SLO improved nicely this last year, and students did a much better job of showing mastery of goal 5.4, a subdomain on this SLO.</p>				
<p>Comments on part II:</p>	<p>Great progress on two of the three SLO addressed, and we know that we may have to wait another year or so before students take the fully changed math sequence before we see results in our completers.</p>							